



WEEK 7 Day 1

Library & Listening: Reading with a Partner

Children practice reading with a partner and share information they discover.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>collaborate: to work together</p> <p>information: facts</p> <p>text: a book or other written material</p>
Materials and Preparation	<ul style="list-style-type: none"> • Unit and other related texts, including decodable texts • chart paper and markers <p>Create the following Reading with Someone chart. Include illustrations (drawings, icons, or photos).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><u>Reading with Someone:</u></p> <ol style="list-style-type: none"> 1. Get into EEKK position. 2. Choose how to read: I read, you read — one book together Read at the same time — one book together Read at the same time — two different books 3. Choose what to read. </div>
Intro to Centers	<p><i>You have been using the Library & Listening to organize texts and do research. Today, as you have done in Stations, we invite you to read with a partner.</i></p> <p><i>What do you do when you read with someone?</i></p>

	<p>Harvest a couple of responses.</p> <p><i>When you are reading with someone, it is helpful to sit close together so you can hear each other and share ideas in quiet voices about what you are reading. The way we put our bodies when we read with someone we are going to call "E-E-K-K," or "/eek/". I know this sounds silly, but it is an easy way to remember that when you read with a partner you should try to have your bodies Elbow-to-Elbow, Knee-to-Knee.</i></p> <p>Add EEKK to the top of the chart paper, after "Reading with Someone." Point to each corresponding letter while saying the words.</p> <p><i>Let's see what that might look like. Since you already know how to turn and talk with a partner, let's turn and talk in the EEKK position.</i></p> <p>Give children a moment to arrange themselves in this way. Offer a simple talking prompt, or ask them to pretend to hold books and read.</p> <p>Read the Reading with Someone: EEKK chart.</p> <p><i>I am curious to see what you choose to read together.</i></p>
During Centers	Refer children to the chart to check that they are in the EEKK position and to choose how and what to read with their partner. Encourage them to try different types of books and ways of reading together.
Facilitation	<ul style="list-style-type: none"> ● How does it feel to sit like this to read together? ● Why did you choose this book to read? ● What do you like about it? ● What are you learning from this book? ● What is happening in this book? ● How do you know where to begin reading and where to stop?
Standards	<p>R.1 Print concepts: Demonstrate an understanding of the organization and basic features of print.</p> <p>R.1.K.a Follow words from left to right, top to bottom, and page by page.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>(Boston Standards) SEL.Relationship Skills: Teamwork</p>

Notes
